



Universal Education—The Safety of a Republic.

Vol. XVI.

ST. LOUIS, MARCH, 1883

No. 3.

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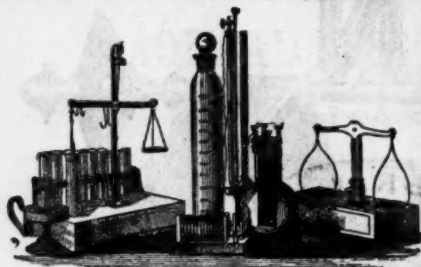
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Is our friends, Col. Switzer and Hon. James S. Rollins, don't keep Dr. Laws away from Jefferson City we cannot insure the passage of the bill appropriating \$100,000 for the benefit of the State University.

Laws came very near defeating the appropriation by his bluster and unpopularity, when the Legislature met two years ago, and unless he can be kept away from Jefferson City he will defeat this in spite of all that can be done.

What do the farmers in the Legislature think of the status of Dr. Laws as stated by the *Journal of Agriculture and Farmer* on another page?

That publication accuses Dr. Laws of evasion. As all our readers may not have a Webster's Unabridged Dictionary, edition of 1833, by them, we have looked up the definition of "evasion," and find it about as follows:

"An act of eluding, or avoiding, particularly the pressure of an argument; an accusation; a charge; a subterfuge; a shuffling; a prevarication; an equivocation."

This is the portrait drawn of the President of the State University by this leading agricultural journal.

The editor of the organ of the Curators of the State University is impaled by the *Journal of Agriculture and Farmer* on a "whopper."

This, according to the definition given by Webster's Unabridged Dictionary, edition of 1833, means "something uncommonly large, applied especially to a monstrous lie!"

If we want better legislation for schools, as we certainly do, if we want taxes levied and collected to pay teachers promptly and fairly as other people are paid, we must show the tax-payers what our teachers are doing, and the necessity which exists for this work.

The postal card is a great convenience, but it tends to make some of us a little careless.

We sometimes receive a dozen postal cards a day asking information, and there is no date or place named to show where the writer lives or what his postoffice address is, and so they necessarily go unanswered.

If pupils were properly taught how to date and write and direct letters, before they left school, this defect would not exist in the future.

Let us have the two-cent postage law for letters of half an ounce.

We can afford it. Let every one use up all the three cent stamps they can get hold of, to send merchandise and other things by mail, as the amount of three cent stamps now on hand seems to be the only objection to the passage of the bill giving all the people a two cent rate for letter postage.

Harvard University.

Examinations for admission to the College and the Professional Schools are held every year in Cambridge, Mass., Exeter, N. H., New York, Philadelphia, Cincinnati, Chicago, St. Louis and San Francisco, on the Thursday, Friday and Saturday following the last Wednesday in June (this year June 26, 27 and 28). The Harvard Examinations for women are held in Cambridge, New York, Philadelphia and Cincinnati on the same days.

Special students are received without examination in every department except the Medical School. Graduates of other colleges are admitted to advanced standing in Harvard College on such conditions as the faculty deem equitable in each case.

For information concerning the terms of admission, the cost of a college or professional course, the scholarships, (155) and other beneficial aid, the studies in each department or any other subject connected with the University, address the Registrar of Harvard University, Cambridge, Mass.

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AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XVI.

ST. LOUIS, MARCH, 1883

No. 3.

Printed for the Editors, by G. S. BOUTON, and
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ST. LOUIS, MARCH, 1883.

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over their own signatures or initials.

Would it not create a new and
stronger and more intelligent interest
in the work our teachers are doing,
among the people and tax-payers, if
they were requested to sign a petition
asking Congress to pass the bill of
Hon. H. W. Blair to aid the South
to maintain a system of public
schools? We think so.

"No State is great," says Govern-
or Crittenden, "until its educational
facilities are great."

Trouble and hindrance come from
a want of unity and a lack of know-
ledge of what our teachers are doing,
and what they propose to do.

Intelligent supervision would do
much to remedy this evil. Let us
have a system in the country schools
—a plan of work laid out, so that the
teacher shall not be subject to the
whims and caprices of every parent
who sends a child to school.

THE school directors, tax-payers
and teachers, at the next annual
school meeting in Missouri, should
remember the truth of Gov. Crittenden's
declaration, that "parsimony
towards education is liberality to-
wards crime."

We think the people will sustain
the school officers in making arrange-
ments for longer school terms, and
for securing better teachers by the
payment of more liberal wages. Talk
over the matter of a more liberal es-
timate for teachers' wages, before the
annual meeting, and see that arrange-
ments are made to pay them the wa-
ges they earn at the end of each
month.

What do the nine thousand schools
in Missouri most need to make them
more efficient next year?

This topic should be fully discussed
among the teachers and tax-payers,
so as to provide for it at the annual
meeting to be held next month. We
ought to increase the wages of our
teachers for one thing, and to provide
for the payment of this increase of
wages promptly at the end of every
month also. Other State and county
officers are paid every month. why
should not the nine thousand teach-
ers, the employees of the State, be
paid at the end of every month?

Never be entirely idle.

Of course, the House ought to pass
the bill appropriating \$100,000 to the
State University, as the Senate have
declared themselves in favor of this
appropriation.

Nothing would help the State of
Missouri more than to enable us to
chronicle this liberality on the part of
the members of the Legislature.

The fact that this moral incubus,
the Wall street gambler, is at the
head of the University, ought not to
deter any man one moment from vot-
ing for this appropriation. He bought
his place, as we have shown, because
of the imbecility of the Curators.
That thing will be speedily rectified,
and Laws will have to take his place
in history with the James boys.

We do not exactly understand why
our friend Col. Switzler, just at this
critical point, should draw the un-
welcome contrast between the success
of the State University of Michigan
and the present status of the State
University of Missouri. Michigan
has 1534 students, Missouri only 440,
or about one-fourth; nearly 1100 less.
Why?

We trust the Legislature, notwith-
standing this thrust at the declining
and unfavorable contrast of our Uni-
versity here in Missouri, will pass the
\$100,000 appropriation so necessary
for enlarging and reorganizing the
institution at Columbia.

No person should be permitted to
teach without possessing a valid
license issued only by the proper
State authorities, after a thorough
and critical examination.

The purpose of this examination
should be to protect the children, as
well as the treasury.

Persons should not be allowed to
learn the business of teaching school
at the expense of the children.

Actual service is the test of actual
greatness; he who renders the great-
est actual service to mankind, is ac-
tually the greatest man.

If the school officers of this State
will levy and collect taxes enough,—
as the law makes it their duty to do
—to employ and pay competent teach-
ers promptly, we will insure good
schools, good discipline, good pro-
gress and good citizenship.

It is cheaper to be taxed to edu-
cate and train, and discipline, than
to pay for pauperism, crime, ignor-
ance and lawlessness.

Education pays! Ignorance costs!

Competent teachers will insure the
success of your school. You cannot
get something for nothing in this line
any more than you can in any other
line. Cheap teachers are very ex-
pensive in the end. They waste their
own time as well as that of the pu-
pils, and the money paid them as
wages.

These facts should be borne in mind
in the levy of taxes to sustain your
school next year.

Can we not teach all the pupils to
write a letter and properly direct it
and date it, before they leave school?
Ought we not to do this?

We think this should be done.

Have you read the great speech of
Hon. H. W. Blair in favor of appro-
priating money to sustain a system
of schools in the South?

Are you familiar with the statistics
given? the reasons stated? If so, it
seems to us our more than two hun-
dred and fifty thousand teachers in
the United States would set the coun-
try all aflame with interest in this
important matter.

If possible, the length of the school
term should be increased, so that pu-
pils and teachers could be in school
at least nine months during the year.

There is no danger of over-educat-
ing at present. If one is disposed to
think so, let him read the appalling
statistics of Illiteracy, as presented
in the speech of Hon. H. W. Blair.

NOT A CHARITY.

THE Springfield, Mass., *Republican* says in regard to the bill to appropriate money for the support of common schools in the South by Congress, that "it is no matter of charity, but of simple justice, that the Nation having thrust citizenship upon four,—now about six millions of illiterates,—should add to citizenship, instruction.

It is most unjust, having abolished at one stroke the property once held in slaves, that the Nation should throw this overwhelming burden of local education upon these impoverished States. We do not want local effort superseded or weakened, but only supplemented and temporarily encouraged by this National aid.

The immensely disproportionate burden of common education so sorely pressing at the South ought to be shared by the whole body politic on the ground of common justice as well as of a fraternal sympathy; for 'if one member suffer, all the members suffer with it.' It is our National duty, economy, safety, necessity. It is high time this bill should be passed and go about its work. Let whisky and star routes, and river and harbor bills wait for the children of this land. Let us not rob them of their bread. Let us not starve our common schools while we throw the vast overflow of the Nation's treasury and the people's money into corrupt and wasteful projects."

ANYTHING.

BY ANNA C. BRACKETT.

THERE are, and will be always, people who are in want of work, and it is quite as certain that there is and always will be work in bitter need of people to do it. The question remains, why the two don't find each other, and all needs be satisfied.

It would seem that the failure must be laid more at the door of the people than at that of the work—because the former can go to seek the latter, while the converse is manifestly impossible.

Mahomet could and did go to meet the mountain, and accomplished much by so doing. If he had sat still and waited for the mountain to come to him, the history of the Saracens would have been quite different.

The first thing to be done then by any one who wants work, is to seek it. And secondly, if the need is really pressing, and it is work that must be had, we might add that the "beggar must not be too much of a chooser"; in other words, that the seeker must not be too particular about the kind of work. If one wants to teach, and is fitted to do so,

she must not insist upon a certain location, or a certain kind of school. She must first seek in earnest, and then she must take what she can get, and prove her capacity in the place that she can secure.

The trouble is with many people who tell us that they want work, that they do not want work at all, but money. And they would be just as well satisfied if the money were put into their hands without any equivalent from them, as if the opportunity for labor were offered them. In that case they should state honestly what they want, and then if we have the money to spare the matter could be easily disposed of. But that is not what they do. They state that they want work, and they also oratorically reiterate that they are "ready to do anything." But after taking considerable trouble to find something for them to do, we are often amazed to discover that after all what they wanted was a something, and a very particular and definite something, instead of the broadly indefinite "anything."

All such experiences with these people who are so sorely in need of "work," have the effect of rendering us more cautious and more skeptical. We begin to realize that after all very few people are really in earnest, or mean exactly what they say.

When the late Hon. Marshall Jewell first left his father's home and tannery to seek his fortune in the West, he went to Rochester, N. Y., to work in a telegraph office. But when he got there he did not find the vacancy he expected, and his means were so exhausted that he could not travel further. So he accepted the first opportunity that was presented for earning a livelihood, namely, a clerkship in the old Eagle Hotel, which was then the principal hostelry in that part of the State. He worked faithfully in that position for some time, until an opening was found in his chosen calling.

Now I submit that here was the right kind of spirit. A telegraph operator goes to work faithfully and honestly as a hotel clerk. Would that there were more such hotel clerks: out of such youths as these are made our really successful men; and out of young teachers who will take hold of whatever school offers itself, and work there with all their might, are made the real teachers.

But instead of this, how often do we see the just fledged graduate of our Normal Schools actually refusing places which may offer because they are not just the situations they would like. They "do not want to teach in the country," they "do not want to teach young children," they "do not want to teach anything but one or

two selected branches." In fact, we soon find that what they do not want to do far outweighs what they will kindly condescend to do.

What they really need most of all is humility in face of the profession which they have chosen, and a willingness, nay an eager desire to learn all the work of that profession from the lowest to the highest, if indeed there be any low or any high in it.

The nurse who is to be trained so that life or death may be trusted to her skill in the future, must begin her hospital training by washing floors and scouring out surgeon's basins, and if she will not do this cheerfully and in a masterly manner, she may as well conclude her novitiate then and there, for she will never be a nurse worth having.

And so with the teacher. Let her take whatever she can get. It would be far better for her, in default of other employment, to pick up a dozen children from the poorest quarters of her own town or city, and teach them for nothing in money than to sit "all the day idle," waiting for the upper class in the academy to come to her. The work would hardly be charitable, for she would gain quite as much as she expended in knowledge of the mind and ways of working. And if she should succeed with these children in infusing a desire for more knowledge, she then might have some shade of well-warranted confidence in hoping that she has some valuable talent as a teacher.

First settle in your own mind whether you really do want work and not simply money. I do not mean that you should not have money for your work if it is found. Then take thankfully whatever work offers itself or that you can seek out, and having found or made a place, put your whole effort into the labor there.

That is the way to success, and certifies to the only kind of purpose which should dare to teach at all.

ARE YOU READY?

BE careful and see to it that "estimates to sustain the schools" are made according to law, that the tax is levied according to law, collected according to law, and the money disbursed according to law.

In order to do this it would be well to get some of the intelligent and appreciative tax-payers together, and fully canvass the matter before the annual meeting is held.

On another page we publish the official form for estimates to sustain the schools, pay teachers, &c.

The annual meeting is to be held on the first Tuesday in April in Missouri.

If the school officers are not fa-

miliar with the provisions of the school law, our teachers ought to be able to inform them, and if other and further facts and arguments are needed, see to it that the directors and the people too, have them in time. Then you will win.

We rather think our teachers have this matter of the length of the school term, the wages per month, the making up of the estimates to defray expenses, &c., in their own hands. If they will canvass the matter fully and freely, and let the school officers know what money is needed, it can be secured. There ought to be something over for starting a school library. How is it?

A gentleman prominently and permanently connected with educational matters in Illinois, writes as follows in regard to the JOURNAL for February:

"Your last number of the *American Journal of Education* seems to me the most telling and valuable issue that I remember to have looked over. I do not see why our teachers and leading educators should not make each succeeding year's circulation larger than ever before. Certainly its influence will be greater, and its income proportionately larger.

You certainly deserve the congratulations of all interested in this subject for the steadfastness with which you have kept on your course, urging upon the attention of a largely indifferent public in your stirring way, this greatest and sublimest of all earthly themes—since it underlies all other—popular education. But the strength which comes from the consciousness of doing good, is its own reward. Accept thanks for the help and inspiration each successive issue give me.

Very truly yours, H. L. A."

Others, from nearly every State in the Union send us similar words of commendation, backed up by orders for the JOURNAL to be sent to their friends.

We printed *eighteen thousand four hundred* copies of the February number, and shall run short even with that, of filling the demand.

Teachers and school officers write us constantly that they find its circulation among the patrons a permanent and effective help in building up a right public sentiment.

We shall make it stronger all the time! Sixteen years of constant work from this center, has given us an experience of great value to ourselves as well as to our constantly growing constituency.

SUBSCRIBE for the JOURNAL. Terms, \$1 per year, in advance.

NATIONAL AID.

THE facts in regard to illiteracy begin to attract attention. The Springfield, Mass., *Republican* says:

"The intelligent people of the country need only the proper information to make the demand imperative that Congress shall no longer trifle with a matter of such supreme importance."

The last census shows that there are 6,239,958, or one-eighth of the total population above 10 years of age, who cannot write. Of these illiterates 75.56 per cent. are in the recent slave States. More than one-fourth of the population of these States is illiterate.

The average ratio of illiterate males of voting age in these States is 32.3, of whom 69.7 are colored and 30.3 are white. Alabama has 120,858 illiterate voters. Its popular vote in 1880 was 151,507. Georgia has 145,087 illiterate voters. Its popular vote in 1880 was 155,651. Not one-half, it is true, of those entitled to vote did so, and yet the figures are sufficiently startling and not exceptional."

ILLITERACY.

THE Missouri *Republican* of late date answers the following inquiry with so much care that we commend the data given from official records to all, especially to those who think we are over-educating the people.

Why not send petitions to Congress to act on the question of National aid to education? We wish every school in the country would take hold of this matter.

The *Republican* is known to be one of the most conservative papers in the country, and these facts are carefully gleaned from the official record of the late census:

"Will the editor please state the comparative illiteracy of the white population of North and South? Statistics at large would seem to do injustice to the South, from the fact that negroes and whites are taken together at the South, whereas at the North this is not the case. Is the education of the masses at the North far superior to that of the white masses at the South?"

WM. SANBURN.

Warrensburg, Mo."

By the census of 1880 there were in the United States 36,761,601 persons ten years of age and over, of whom 4,923,451 could not read and 6,239,958 could not write, or about 13 per cent. who could not read, and 17 per cent. who could not write. Of this aggregate above the age of ten, 32,160,394 were white and 4,601,207 were negroes. Of the whites 89.4 per cent. could read and write and of the negroes 30 per cent. could read and write.

The illiteracy of the negroes is not confined to any section, though it is

greater, of course, in the late slave States. The relative illiteracy in the several States of whites and blacks is thus shown:

PER CENT.

States.	White.	Colored.
Alabama.....	24.7	80.6
Arkansas.....	25.0	75.0
Delaware.....	9.1	57.3
Florida.....	19.9	70.7
Georgia.....	22.9	81.6
Kentucky.....	22.0	70.4
Louisiana.....	18.4	79.0
Maryland.....	8.1	59.6
Mississippi.....	16.3	75.2
Missouri.....	10.5	53.9
North Carolina.....	31.5	77.4
South Carolina.....	21.9	78.5
Tennessee.....	33.7	71.7
Texas.....	29.7	75.4
Virginia.....	18.2	73.7
West Virginia.....	18.3	55.0
California.....	4.4	29.8
Colorado.....	6.4	20.5
Connecticut.....	5.5	17.4
Illinois.....	5.9	37.2
Indiana.....	7.0	35.0
Iowa.....	3.8	30.0
Kansas.....	5.6	46.0
Maine.....	4.2	24.0
Massachusetts.....	6.4	15.1
Michigan.....	4.8	23.5
Minnesota.....	6.0	37.2
Nebraska.....	3.5	30.7
Nevada.....	4.5	28.0
New Hampshire.....	5.0	15.0
New Jersey.....	5.3	30.5
New York.....	2.3	21.2
Ohio.....	4.9	27.2
Pennsylvania.....	6.7	17.1
Wisconsin.....	5.6	31.0

It will be observed that the illiteracy is considerably greater in the Southern States. The explanation offered for this is that their public school systems are of more recent origin and their school funds inconsiderable, on this account and on account of the great losses during the war and the years of bad and wasteful government afterwards. There is, too, a considerable population in the mountainous districts of the old slave States which has never taken kindly to the schools."

FULLY COMPETENT.

REV. A. D. MAYO said before the Congressional Committee:

"I am acquainted with the State superintendent of instruction, I believe, in every Southern State, and with the State school board of every Southern State but two or three; have studied with great care the records of all their offices, and their methods of distribution of money. I believe there is no set of men who are handling a moderate amount of money with greater economy and fidelity than these gentlemen; and if any set of men in this country can be trusted to administer a

NATIONAL AID FUND

it is the school authorities of the late slave States; and therefore it seems best that this money should go directly to the children through the accustomed channels, being guarded by all proper safeguards in the central power."

There is no question as to the rightful legitimacy of such a fund.

The precedents which favor it are explicit. There is no doubt that the emergency is very urgent. It is a question of National self-preservation. The better class of the Southern people, upon whom the burden falls, are utterly unable, doing their very utmost, to meet the abnormal exigency.

THE REASON WHY.

THE Columbia *Statesman*, the organ of the Curators of the State University of Missouri, after a brief statement of the prosperity of the University of Michigan, asks:

"What is the reason we cannot have one institution equal to Michigan University in all respects?"

The reason is plain—we have in Missouri a Board of Curators, of which this editor of the "organ" is a member, who fail to discharge their duty—a Board of Curators who hold a moral bankrupt at the head of the State University of Missouri—a man who carries "the bag," and who "buys his continuance"—a man odious to the students and the people, and to the moral sense of the community in which he lives.

These facts have been pointed out by the press of the State over and over again.

This is the reason why there is a steady, sure and inevitable decline in the number of students in attendance.

The "organ" quotes the condition of things in Michigan as follows:

"At the close of the year ending September 30, 1882, there were students in attendance in the different departments as follows: Department of Literature, Science and the Arts, 513; Department of Medicine and Surgery, 380; Homoeopathic Medical College, 71; College of Dental Surgery, 75; School of Pharmacy, 100; Department of Law, 395; making 1,534 in all. Of this number 184 are women. A good proportion of the women who have graduated here are now successfully engaged in professional and literary work, which proves the wisdom of the advanced step taken by the institution in admitting them as students."

Michigan is a much smaller State than Missouri; has not half its wealth and came into the Union twenty years after Missouri. Her University has an income annually of upwards of \$120,000. It is one of the first institutions of our country, and besides this it has a separate Agricultural College, having a large income, and is equally prosperous. Missouri united her University and Agricultural College. What is the reason Missouri cannot have one institution

equal to Michigan University in all respects?"

Just what the "organ" is driving at, to thrust these contrasts into the face of the people and the Legislature, we do not know.

Perhaps the Curators themselves begin to get their eyes open to the fact that this incubus in the shape of a Wall street gambler at the head of the University, is too much for them to carry, even with an organ that publishes the fact that it will "enter upon no defense of Dr. Laws."

A QUERY.

THE steady decline in the number of students at the State University of Missouri, begins to attract attention abroad as well as at home. In spite of Dr. Laws' "doctoring" the returns as to the number in attendance, the facts, as stated by a reliable correspondent at Columbia, who is in a position to know what he is writing about, are these:

"In 1881 there were 558 students in attendance; in 1882 it ran down to 509; and the total number at present does not reach 440."

Now, taking into consideration the better crops of last year, and the increased effort Dr. Laws has made to advertise—one can easily see how Dr. Laws' stupidity and unpopularity has affected the prosperity of the institution.

Compare these figures with the number of students in Michigan University, for instance, 1534 in attendance there, and where are we?

The steady decline in the number in attendance answers the question.

Is it not an established fact that three months schooling a year will not create a generation of wise men and women in whose hands the destiny of this State will soon be placed. Better arrange for a six months' school at least, at the next annual meeting, and arrange also for securing a competent teacher to conduct it. This can be done by levying and collecting money enough to pay your teachers a living salary, and paying it every month as it ought to be paid.

To the community the individual owes all his opportunities for the accumulation and protection of his property! From the community the individual derives all title to his personal property; through the community the individual attains everything that distinguishes a civilized human being from a Digger Indian.

Margaret Fuller said the object of life was to grow, and we must all acknowledge that unless life is a growth in the direction of all that is nobler and purer, it is a failure.

"THE GOVERNOR."

Editors American Journal of Education:

IN Miss Anna C. Brackett's article under this caption, in your issue of present month, she makes two statements that I wish to see further discussed. These are:

1st, "No teacher is fit to teach English who does not know something of other languages"; and

2d, "The best teachers are needed for the lower grade of schools."

As to the first statement, I wish something definite; and as Miss Brackett has no doubt made this matter a study, she must be able to give us valuable information regarding it.

How many languages must one know something about before he is fit to teach English? What languages must these be? How much must he know of these languages? Will a mere "smattering" of these languages be of service?

If one must have a thorough knowledge of any one language or of many languages, so that he can speak, write, converse readily, how is he going to acquire such knowledge?

If he cannot become proficient in English without a knowledge of Latin, Greek, German, French, Italian, Spanish or Chinese; how could he become proficient in any one of these without a knowledge of English or some other language? A German could not become a good scholar or fit to teach German without a knowledge of English or some other language.

Pestalozzi, according to this, could not have been fit to teach had he not acquired some other language than that of his own people. The Hebrews were not fit to teach Hebrew until they had studied Greek or Latin, and as these two languages had not made much of a figure in the world when Hebrew was in its prime, Hebrew scholars were sorry fellows.

And the old Greek scholars, Plato, Aristotle, Homer, &c., must have been very deficient as teachers. Of course they knew nothing of German, French, Spanish or English.

If there was but one universal language in the world, then there would be no one fit to teach that language. If what Miss Brackett says be true, a diversity of languages is a blessing—and possibly the more diverse and the greater the number of languages the better.

At any rate, I trust Miss Brackett will tell us just how many and what languages we must study, and how much we must know of each before we are fit to teach English. I have seen men and women who were called good teachers, who never studied any language but English.

But further: If "no teacher is fit to teach English" till he has studied some other language, then we are making great mistakes in granting certificates to those acquainted only with the English language, no matter how proficient in that.

As to Miss Brackett's second position—she and Gov. Butler of Massachusetts stand together—"That the best teachers are needed for the lower grade of schools," I am not fully agreed. It may be that Gov. Butler and Miss Brackett are both wrong. If they are correct, then the world needs turning upside down. Everything is wrong; the universal practice of mankind in all time, and nature herself is wrong. The greatest power of body and mind should be in infancy. The human race should have been more advanced in its infancy than now, and need greater strength and vigor to manipulate it and shape it than now.

If the best teachers should be in the lower grade of schools, then should all mothers be the wisest persons and best educators, and as it has been supposed that our colleges possessed the best talent, we should send our infants to college at once, as soon as from under the mother's care.

The president of the college and the oldest and most experienced teachers for the lowest grades, and the poorer and more inexperienced teachers for the higher departments.

If what Miss Brackett says be true, our higher institutions of learning could get along with quite poor teachers. Agassiz, Hitchcock, McCosh, and others, should have been teachers of infant schools, and as these gentlemen had a knowledge of other languages than the English, they would have made fine teachers for infants.

Our restless, mischievous, strong-willed, large-brained boys and girls of fourteen to eighteen or twenty, who can accomplish great results if properly manipulated, could get along with poor, weak teachers, if these teachers only knew Latin or Greek, or French, or Spanish, or German, or some other language. But to teach the infant schools we should have great, strong-minded fellows, who know all these languages and "book-keeping" besides. The infants would no doubt swing "book-keeping" with a strong hand, and the sciences that require a master to teach, would be but pastime to them.

I have had a little to do with teaching, and I had thought that necessity absolutely compelled me to put my strongest teachers at the top, to control and lead out the strong, vigorous minds. I had thought it very important that vigorous minds and

bodies have vigorous persons to handle them. I have seen young men and women from the country who had all their lives been under poor teachers, develop into good scholars in a few years under skillful teachers, such as are found in our best institutions of learning; but if a Solomon were to teach a baby the same time, he would still be a baby.

If all our babies could have the best talent in the world for teachers, till they were ten years old, and poor or incompetent teachers during the rest of their school lives, there is no assurance that a large number of them would be proficient scholars, but if these same babies do not enter school till ten years old, and then have able teachers during the remainder of their schooling, there is probability that very many of them will be good scholars.

However, I may be all wrong in this, and if so, am anxious to learn from those whose experience is better than mine.

J. FAIRBANKS.

SPRINGFIELD, Mo., Feb. 20, 1883.

THE common school teaches what is common to all—culture. The Catholic, the Protestant, the Jew, the Gentile, the Infidel, the Democrat, the Liberal, the Radical, the German, the Irishman, the Dutchman, the yellow man, the black man have not each a different mode of spelling the English language, the language of the law, but one and the same mode. They have not each a different grammar of the English language, but the same grammar. They have not each a different geography or technique of commerce, but all the same. They have the same technique of mathematics, of logic, of mechanics, of astronomy, of chemistry, of botany—in a word the same technique for all the products of human intelligence.

It is this common element which the common school teaches, and in this it does a work worth ten-fold its cost.

CANNOT the teachers canvass the matter in a judicious way, and show the school officers that the pupils lose in the long time they are out of school, almost all they gain during the three months they do attend?

They will find there is plenty of time between this and the first Tuesday in April, to work up interest enough to secure a six months' school, and a more liberal estimate for teachers' wages, and a levy of taxes so that the treasurer will have funds on hand to pay the teachers every month, as they should be paid.

We call attention to the matter now, that it may be done.

Rational freedom cannot be realized without general education.

THERE is an intelligent, law-abiding constituency of over nine thousand, who are at work conscientiously and industriously, to build up in Missouri the very best and strongest elements of productive industry.

They are our school teachers. The annual meeting to make provision for conducting the schools of the State is to be held the first Tuesday in April next.

We hope liberal provision will be made for paying the teachers for the work they do, at the end of each month.

Life may be hemmed in by circumstances beyond our control. It may be narrow, but it can always be deep and high. If we had a clearer vision, a finer sense of hearing, if we did not go around so "wadded with stupidity," as George Eliot says, our lives would be transfigured before us.

Our teachers should circulate the printed page, for the newspaper is constantly extending the intelligence of the few to the many. It is scattering abroad our intellectual wealth—it is fast raising all classes to an intellectual level, and as a necessary result it is awakening new interests and sympathies among all classes, and uniting them together in effort and in results.

HARDIN COLLEGE.

GOV. HARDIN, President of the Board of Directors of Hardin College, of Mexico, Mo., has laid the foundation and built already the superstructure of an institution which is destined to work a revolution in educational matters in Missouri.

Already the graduates of Hardin College are eagerly sought after to fill important positions as teachers at home and abroad.

Some of the most thorough and efficient teachers in the public schools of Mexico, are graduates of this institution.

Gov. Hardin gives the college the benefit of his large personal, practical business experience, and is cordially sustained by an able board of directors.

The building is beautifully located and splendidly equipped with the latest and most improved apparatus in all departments.

Mrs. H. T. Baird is president of the faculty, and the college has grown to such an extent under her wise administration, that new buildings have been erected doubling its capacity, and the whole has been furnished with the best improved Single Desks and Seats, Maps, Globes, Charts and Philosophical apparatus, so the students can secure the most

thorough training in all the higher branches.

Gov. Hardin also insists that the curriculum shall be such as to give the most useful and practical training to young ladies, to enable them to do useful, practical work. There are no gimcracks and turlowens inside or outside.

It is steady, earnest, practical, useful work, and the institution is a growing factor in solving the problem of a practical education for women.

Let us do justice to Dr. Laws. The Jefferson City *Tribune* says:

"We are for Dr. Laws. We do not care particularly for him, but we are for him because such papers as the *Globe-Democrat* and *Post-Dispatch* are against him."

SIXTEEN COUNTS.

THE editor of the "organ" of the Curators of the State University, in a late issue sums up *sixteen counts* against Dr. Laws, and undertakes, as he says, to "sweep the entire batch into the bottomless vortex," &c., &c. But they don't "sweep" at all. They stick!

The editor of the "organ" complains that "week after week the papers of the State have fulminated their bolts of thunder against the Curators and against Dr. Laws."

From these he gathers up this array of *sixteen counts*, and publishes them.

We call the attention of the members of the Missouri Legislature to them, as they stand arranged by one of the Curators:

"1. Dr. Laws demanded that Prof. Swallow be turned out.

2. Laws demanded his head.

3. And the curators cowardly and unrighteously and disgracefully consented to the sacrifice.

4. Judas like, he (Laws) carried the bag, and bought his continuance.

5. The cowardly curators were afraid the Legislature, on account of the universal denunciation of Laws by the press of the State, would not give the Institution its usual beggarly stipend.

6. And they kicked out Swallow, who was a poor man, and represented only the farming interests of the State, and held on to the disreputable Wall street gambler, because he gave—not to the curators, for he could not bribe them—(as the editor of the organ undertook to say for us)—but the Institution, according to their record, a 'consideration.'

7. He could hold his place in no other way, and so he bought it.

8. The press of the State, with good reason, almost unanimously de-

nounce them for their (the curators') treachery and cowardice in continuing Dr. Laws as President of the State University, for a consideration.

9. Dr. Laws is so odious to the students that there is very little progress made by them.

10. They spend their time largely through the day in drawing and painting caricatures of him.

11. And the nights in giving him calithumpian serenades.

12. He has shown himself to be so ignorant and so incompetent that his retirement is demanded alike by common sense, common decency, and the best interests of the University.

13. It (Dr. Laws' St. Joseph address) was made up as he said from old addresses delivered in 1857, and rehearsed as lectures to the students of the State University.

14. Dr. Laws chases students through the streets with a pistol.

15. Dr. Laws, in his lectures to the students, teaches that brute force settles questions.

16. Dr. Laws is dishonest, and a moral bankrupt."

This is the same man that the Curators found it necessary to endorse by the following preamble and resolution:

"WHEREAS, President Laws has not only given his time and talents, but largely of his own private means for the advancement of said institution during his connection therewith; therefore be it

Resolved, That in the opinion of the board, the continued prosperity of the State University demands the continued services of Dr. Laws as its President."

Neat—but not gaudy!

THE educational agency of J. B. Lippincott & Co., which has been so long established in Chicago, has been removed to Iowa City, Iowa. Our old friend E. S. Ely still "hangs the banner on the outer wall," and we shall expect that the success with which he has conducted this agency in the past will be maintained. He always leaves a ray of sunshine in St. Louis when he passes through, and his visits are welcome, and we hope he can make them profitable.

THE Western Conservatory of Music at Rolla, will give to the teachers of the State next Summer, in addition to other inducements, a special drill on those branches required in the State Superintendent's permanent certificate; and then those teachers who wish to pass the Superintendent's examination will find him on the ground ready to issue the certificates to all who can pass the required examination. This is an opportunity never before offered to our teachers. State Superintendent Coleman will be present Aug. 24 and 25, or Sept. 3d and 4th.

ILLINOIS.

PROF. GEO. L. GUY writes that the next meeting of the Southern Illinois Teachers' Association will be held at Carbondale. The time is not yet fixed, but it will probably bear some relation to the calendar of commencement exercises of the Southern Illinois Normal University. All letters should be addressed to J. W. Heninger, Chairman of the Executive Committee, Mount Carmel, Ill. Prof. S. M. Inglis is President of the Association, and Miss Nannie C. Anderson of Nashville, Treasurer.

There is every indication that the coming meeting will be very largely attended and will be an occasion of great interest and profit to all who attend.

The Governor of Illinois strongly endorses the position taken by Gov. Crittenden of Missouri, that "parsimony towards education is liberality toward crime."

We hope the teachers will call special attention to this fact.

A GREAT CALAMITY.

GREAT calamities have come to our people who live near the great rivers. Houses and lands and flocks and herds have been swept away, and many have lost their all.

What would do more good or show more humane interest than to set a day before the schools close, to take up a nickel collection among such pupils as could afford to give this for the benefit of the sufferers from the flood? Let it be put into the hands of the teacher and sent to a committee in Cincinnati or Louisville, or Lawrenceburg, or Equality, or Shawneetown—and to other places, down the banks of the Mississippi River.

It would create a new interest in these sections where the distress is great. No one would feel the poorer for it, but the geography of the country would be all the better understood, and more clearly located and remembered.

Would it not be well if the people would read something more and something better than the partizan papers on educational topics. Certainly our teachers and school officers would fare better than they do now, and in order to secure this our teachers must read and circulate such papers as will keep the people well informed on what good schools will do for them.

Honest and Liberal.

When the hops in each bottle of Hop Bitters [at the present price, \$1.25 per lb.] cost more than a bottle is sold for, besides the other costly medicines, and the quality and price remain the same, we think it is honest and liberal in the proprietors, and no one should complain, or buy or use worthless stuff, or cheating, bogus imitations, because the price is less.

SCHOOL OF MINES

—AND—

METALLURGY,

Rolla, Phelps County, Mo.

(State University.)

—I—

A School of Civil and Mine Engineering, with Practical Chemistry and Metallurgy as Specialties.

—O—

The course of study extends through three years, embracing the following:

Civil Engineering.

In this department practical work is a distinctive feature; use of instruments, land and railroad surveying, drawing, sketching, triangulations, excursions to bridges, railroad construction, &c., form the chief work of this department.

Mine Engineering.

Exploration and attack of mineral veins and deposits, timbering and surveying of mines, hoisting, pumping, and ore concentration are discussed in detail.

Mathematics.

In this department the aim is not alone to develop and strengthen the reasoning powers, but at the same time to secure such a familiarity with principles and processes as to enable the student to apply them to the solution of the questions that daily arise before the practical engineer, and to prepare him to read with ease the standard works of the profession. To this end special attention is devoted to the infinitesimal analysis and the method of limits in geometry and mechanics, and to the differential and integral calculus and its applications.

In the preparatory school great care is taken to secure thorough preparation in algebra and geometry, and a high grade of scholarship is required for admission to the professional courses.

Chemistry and Metallurgy.

Provision is made in the laboratories for teaching General Chemistry, Chemical Philosophy, Industrial Chemistry, Determinative Mineralogy, Qualitative and Quantitative Analysis, and Quantitative Blowpipe Analysis. Also assaying as applied to gold, silver, lead and copper ores, by fire and volumetric methods.

The chemical laboratory is well supplied with good apparatus, assay furnaces, gas, and modern conveniences.

In Metallurgy instruction is given by lectures, with recourse to the best works on the subject; applicants for graduation are required to furnish estimates and drawings of furnaces, metallurgical machinery, etc., etc.

Preparatory Department.

Although the School of Mines does not undertake to do the work of the common schools, a preparatory department has been established for the benefit of those who wish to prepare themselves for admission to the professional courses.

Special work in Chemistry and Mathematics for Advanced Students.

Work in this School thoroughly practical.

Tuition in all studies for the year.....\$20 00
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Spring term begins Feb. 6, 1883.

For further information apply to

CHAS. E. WAIT, Director.

or E. W. DOUTHAT, Sec'y.

TENNESSEE American Journal of Education.

IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS
of this journal:

OFFICE STATE SUPT. OF PUBLIC SCHOOLS,
NASHVILLE, Tenn., July, 1880.

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,
State Supt.

IT MUST BE DONE.

BEFORE the children, who are entitled to an education, can be instructed to any great extent, a place must be provided for them to gather together. Our teachers, many of them, do themselves and the pupils injustice by trying to teach where all the surroundings go to insure defeat rather than success.

A prominent school officer writes as follows:

"I have diligently studied the subject, and by keeping my eye upon your journal have been able to select such illustrations and plans as were suited to my purpose.

I am also indebted to 'A Manual of School Houses,' by G. Thurston Chase, published by the United States Government, the *American Journal of Education*, St. Louis, and the works of Barnard, Downing and Ruskin for valuable suggestions.

The riches of a Commonwealth reside in the producing power of its people, which is largely dependent on

PHYSICAL HEALTH.

Whatever, therefore, contributes to the conservation of the body, is a considerable element to be regarded by those having charge of the places in which the business of public education is carried on.

Where school houses are convenient and comfortably seated, they superinduce those physical conditions so essential to a love of study, and proficiency in scholarship."

We are impressed, and we are sure if our school officers would give this matter, important as it is, more attention, they would be impressed that much of the value of instruction is

lost on account of the uncomfortable arrangements which surround many of our teachers and pupils.

Those who understand the hygienic value of sunlight, in connection with proper ventilation, will perceive how disastrously the health of children, confined in rooms imperfectly lighted and aired, is affected.

Many, too, of the school houses that we have seen have nothing but backless seats made of slabs or puncheons, and these often so high from the floor that the smaller children could not touch it with their feet.

Think of the cruelty of confining children upon these hard seats, without pedal or spinal support, for six hours in the day! Nothing but a terror of the ferule or the birch could keep a little child quiet in such a condition; and to suppose that he studies is just as absurd as to imagine that the Legislature could mature a perfect school bill while impaled on the inquisitorial rack.

Every one has noticed, who has visited country schools, the many subterfuges resorted to by children to change places, by going to get a drink of water, by asking permission to stand by the fire place, or to go out. This restlessness is caused by positive pain—all the more severe to children because of the sensitiveness of their bodies."

We are glad to have the services of this journal in this direction acknowledged thus—though we have letters from almost every State in the Union, giving equally strong testimony of its value to school officers and others, in building and furnishing school houses. For, before our teachers can do much to earn their money, the school house must be built and furnished. T.

BOYS OUT OF SCHOOL.

MISS SHARPE of Fort Wayne, Indiana, says:

"Looking over an educational journal, I noticed the following from a city superintendent: 'The whole country is in a fever of hot discussion by zealous school men over little points of difference in methods of instruction and discipline, none of them of the slightest importance to the boy who is not in school,' and that is fifty per cent of the whole.

While the State makes provision for the education of her children, she does not compel them to avail themselves of these privileges.

In very few of the States have the school authorities any legal right to compel attendance, or to enforce the obedience of those who do attend.

This is one reason why so small a percentage of those who enter school remain to complete the course. Less

than ten out of every hundred complete the common school branches.

Parents of bad children do not control them, the school authorities dare not, and so for the sake of peace in the school, and from the lack of power to keep peace while they are there, these vicious children are allowed to leave school, and they become the hoodlums of our western cities.

Their loss is an apparent gain to the school, but a real loss to the State, as these are the very children whom the State must take care of in its prisons and asylums, if it does not retain them in its schools.

First get the children into school, and then you can work up the best methods on minor points.

Without education men are not fit to discharge the duties of citizens, either in private or public station, in peace or war. Because ignorance tends to increase and education to diminish poverty and crime; because a State needs intelligent officers and peaceful people; and because it is the duty of society to guard the rights and seek the welfare of its individual members, it is the duty of a community to maintain a system of public instruction adequate to the education of all its youth.

It is certainly as lawful to prevent the development of criminals, as to detect and punish them when grown.

It is said to be a fact, by those entirely competent to make the statement, that ability to read and write adds one-quarter to the productiveness of the rudest manual labor, or in other words, if men who cannot read and write could earn one dollar per day, by adding the ability to read and write they would earn 25 per cent more, or one dollar and a quarter. If we add this 25 per cent to the whole number of illiterates in the United States, we shall find it more than the entire cost of the schools of the whole country.

Ignorance is loss. Ignorance makes cost. Ignorance is limitation of body and mind. Intelligence pays. T.

Don't undertake to get over the fact, or to get round it, that it costs something to pay teachers and to defray other expenses of sustaining your schools.

The law provides a way to secure the money necessary to do this—so let it be done according to law.

The investment is a good one. If a competent, skillful teacher is employed, the people will get the worth of their money many times over. A large number of school officers will not employ an inexperienced, incompetent, untrained teacher, at any price. Sensible.

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W. H. MARQUAM, Sec'y. 15-61y

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Summer School

—FOR— Teachers & Others.

Special Session of
The Western Musical Conservatory,
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Begins June 11, 1883 and closes Sept. 2d, 1883. ADVANTAGES—1. Music on any instrument, four lessons a week, and from six to eight hours practice. 2. Singing and Voice Building specialties, and lessons free to those taking instrumental music. 3. Ability to read, write and speak any one of the principal modern Languages guaranteed. 4. The completion of any one of the higher branches of Mathematics guaranteed.

Tuition in both vocal and instrumental music \$15; tuition in singing and voice building, \$10; tuition in any one of the Languages or Mathematics, \$10. For particulars address
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Fall term begins Sept. 14th.
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Mrs. SARA HERSEY EDDY, Vocal Director, Hershey Music Hall, Chicago, Ill.

The Manual Training School, WASHINGTON UNIVERSITY

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Will open its THIRD year in September, with greatly increased accommodations. A class of ONE HUNDRED BOYS will be received. None less than 14 years will be admitted, and fair scholarship must be shown. The course of study extends through three years, in five parallel lines—three intellectual, and two manual.

1. Pure Mathematics, including arithmetic, algebra, geometry, and plane trigonometry.

2. Science and Applied Mathematics, including physical geography, natural philosophy, chemistry, mechanics, mensuration and book-keeping.

3. Language and Literature, including English grammar, or Latin, spelling, composition, literature, history, and the elements of political economy.

4. Penmanship and Drawing, including line and brush-shading, practical machine and architectural draughting.

5. Tool-Instruction, including carpentry, wood turning, blacksmithing, vice and machine-work in iron.

Examinations of candidates will be held at the school building June 12 and September 8.

For cost of tuition, books, board, &c., see for the illustrated catalogue.

C. M. WOODWARD
15 6 t Director

Thousands of teachers in this and other States are putting not only a rare and ripe culture into their work, but the very flower and bloom of their life are they giving to train the children into a better class of citizens. For this they deserve and ought to be paid promptly and regularly at the end of every month, as other State officers are paid.

Ours is an age of wonderful development in every branch of art and science; new industries are opening and new resources developing day by day; old things are passing away, and all things are becoming new with almost panoramic swiftness. No wonder that it is difficult for the school system to keep pace with the needs of the people.

TEXAS TO THE FRONT.

TEXAS must have a school system equal to the best. From Texarkana to Brownsville, and from El Paso to Galveston, the people demand it. Our educational patrimony is immense—almost equal to that of all the other States; yet one-half of our 800,000 school children are growing up without school privileges, and we are suffering from a school system inferior to those of Russia or Japan.

Our marvelous State, within three decades will be the home of ten millions of people, and our school population will have become four millions; with a skeleton school system that does not and cannot educate, are these millions to be to sink into the ignorance and insignificance of a Mexico or a Spain? Or, will Texas, like far-sighted Germany, construct a broad educational highway from the primary school to the university, and as free to every youth as the air of her boundless plains?

Texas is rapidly becoming the highway of nations. Our genial climate, our vast areas of the richest acres, and the wonderful adaptability of our soil and climate for almost all products, render this the most inviting of all lands. Only our defective school system stands in the way to repel immigration and check a boundless prosperity.

We cannot well afford to swindle even ourselves; much less can we afford to defraud the rising generations. Look it over! No school districts; few and miserable school houses; no apparatus; no possibility to organize permanent schools; no right of local taxation; no directing head; no supervision; no encouragement to teachers; poor schools from two to four months annually; half our children growing up in ignorance.

Such is the pitiable condition of our rural districts. Texas cannot afford

to thus merit the contempt and scorn of the world. The people demand a change. With unanimity, they demand what is necessary and all that is necessary to make our school system equal to the best.

Rhetorical flourishes and visionary suggestions, in the face of this stupendous problem are simply criminal. The people demand measures, not speeches. Our legislators are practical men. They seek the highest good of Texas. Let the Eighteenth Legislature but adopt this single measure and each member will deserve an enduring monument.

Make each justice precinct a school district with the right of local taxation. A school board, elected by the citizens of the precinct, should be required to maintain a central school of such grade as they may determine, and as many other schools as may be found necessary. The teacher of the central school should be made principal of all the schools in the precinct, thus securing the best possible supervision without extra cost. Each precinct should be required to maintain its schools at least five months annually. Our rural districts would thus secure as good schools as our towns and cities.

This measure is the key to an efficient school system. Having enacted a law embodying this measure, the Eighteenth Legislature might safely adjourn. More, much more, is sadly needed, but with the foundation well laid, we can afford to wait.

Texas works in the light of sixty centuries. Profiting by the thought and experience of the race, she may easily create a school system superior to any in existence. Let this be done, and no prophetic eye is needed to penetrate the future.

It is 1910. Texas has a population of ten millions, and an army of school children four millions strong. Every Texan is justly proud of her boundless wealth, her boundless acres, and her boundless population; but it is her school system, now the best in the world, her intelligent and virtuous masses, and her great men and women, leaders in every field of human achievement, which cause every Texan heart to bound with joy.

He is unworthy the Texan Fathers and an enemy to the State, who will not do anything and everything in his power to realize this vision by making the Texas School System equal to the best.—[Texas School Journal.

"Many silly people despise the precious not understanding it." But no one despises Kidney-wort after having given it a trial. Those that have used it agree that it is by far the best medicine known. Its action is prompt, thorough and lasting. Don't take pills and other mercurials that poison the system, but by using Kidney-wort restore the natural action of all the organs.

SUGAR COATED.

DR. LAWS and his "good man Friday," the editor of the "organ" of the Curators of the State University, are very cleverly shown up in a late issue of the *Journal of Agriculture and Farmer*.

This paper exposes the small tricks resorted to by these persons to bolster up the waning character of the Wall street gambler at the head of the State University.

The *Journal of Agriculture* sugar-coats it by calling it an "evasion." Please consult the dictionary as to what "evasion" means. That paper says:

"The editor of the 'organ' seems not to admire our statement that Dr. Laws' first begging address before our Legislature made him unpopular with the members and proved him an aristocrat, aiming to establish two classes among our people—a class of thinkers and a class of laborers. The *Statesman* admits not having heard that speech, yet is prepared to say we made 'an incorrect and unfriendly report of it—in fact a caricature.' To this we have to say, first, we made no report of it, but simply an allusion to it; second, we had a report of it from an intelligent, unbiased party who did hear it; third, we read a criticism of it published in a *Jefferson City* daily immediately after the speech was delivered, and, fourth, we read a reply to this criticism by one of Dr. Laws' best friends, believed to be Dr. Laws himself, which was in effect an evasion, if not a confession. We are, therefore, prepared to say our allusion to that speech was in every respect correct and true."

Again, the *Journal of Agriculture* says:

"There is no reason why we may not become a nation of thinkers, as well as to have only individuals or families of thinkers, Dr. Laws and adherents to the contrary notwithstanding."

The philosopher of the *Statesman* proclaims that our assertion that despite the number of years of Dr. Laws' residence among the very best of farmers in Missouri, he does not even recognize a dozen of the respectable farmers of Boone county when he meets them on the streets of Columbia, 'is all fudge'—a little amiable thunder. All we have to say in this connection is, if this is not strictly and literally true, then some of the best citizens of Columbia, (our informants) have told some unconscionable—well, whoppers. That is all."

"Whoppers" is good.

Let students and others consult the dictionary as to the full meaning of Dr. Laws' "evasions," and the "whoppers" of the editor of the "organ," and they will get at the real intent of these "sugar-coated" phrases.

No woman really practices economy unless she uses the Diamond Dyes. Many dollars can be saved every year. Ask the druggist.

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Quick, complete cure, all annoying Kidney, Bladder and Urinary Diseases. \$1. Druggists.

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Is prepared to give a superior education in Classical, Normal and Preparatory courses of study. Also in vocal and instrumental music. \$150 will pay board and tuition bills for college year. Students for the Gospel ministry and children of ministers whose whole time is given to the ministry free.

Ladies received on same terms as gentlemen. Location easy of access and noted for its healthfulness.

The seventeenth year, under one president, commences September 13, 1882.

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The School is fully equipped with working material, and furnishes instructions in Drawing, Modelling, Painting, perspective and decorative Design.

Second term begins Feb. 13th, 1883.

Students may enter at any time.

HALSEY C. IVES, Director

MISSISSIPPI

American Journal of Education.

COLUMBUS, Miss., 1881.

IN taking charge of the *Mississippi Edition* of the AMERICAN JOURNAL OF EDUCATION, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a journal which has already done and is still doing so much for the promotion of education in the South and Southwest. We also consider it more in sympathy with our public school interests, and better adapted to *our wants in Mississippi*, and the South, than any other educational journal published in the North or East.

J. M. BARROW.

A thoughtful man said to us the other day that some of the youngest children now living would see the United States number four hundred million people.

The thought is overwhelming. How are you to keep unity, harmony, sympathy, fraternity, mutual and reciprocal self-help and amity between so great a body of citizens as that? Only—it seems to me—only by the free public common school and high school. The government cannot do it, for a dissatisfied people make government powerless. The churches cannot do it, for they do not unite but divide men. Wealth can not do it, for while it can do much it cannot buy the content of discontented men.

So it seems to me the only outlook for safety is the free common and high school. There alone are no estrangements; there alone is absolute American equality and community of position, sympathy, work and aspirations.

L.

A number of County Superintendents have republished for circulation at their own expense, the admirable and unanswerable arguments we have presented in this journal for maintaining the office of county superintendent of schools. We fear it was not done early enough to have the desired effect in all cases. If our law makers would read these arguments we should have no fears. The trouble is that they read the partizan papers almost exclusively, and they do not get much from them showing the necessity for efficient supervision.

Why not petition Congress to pass the bill of Hon. H. W. Blair, to appropriate funds necessary to sustain a system of free public schools all over the country? We should think every teacher in the United States would get out and circulate such a petition. Try it.

The true value of study and culture, and of all living, arises from our power of being useful.

The usefulness and necessity for these helps of Maps, Globes and Charts, becomes each day as the children use them, more and more apparent, for all these aid each other and proceed together, and in the *sure progress* made is revealed their worth and wealth, and the relations which unite them, far better than we can tell it to you.

The wise person is always the skillful workman.

It is as necessary for the teachers to have proper apparatus to do their work as it is for the woodman to have an axe.

The cost of a single criminal is often greater to the community than the liberal education of a half-dozen young men. People will pay the former without complaint, but hesitate when called upon to pay a liberal school tax. We must enlighten the people.

In order to do any work well, it is necessary to have a definite aim, to keep the desired end in view, and intelligently to direct every effort toward its attainment.

That education is indispensable to the life of a republic is an indisputable fact; that public schools are the best known instruments for securing this education to the masses, is clearly proven by the liberal spirit which the citizens of the United States have shown toward taxation for this purpose.

Universal intelligence is based upon intelligent integrity, and the only hope of the continuance of the government, with its protection of life and property, lies in securing this intelligence.

Since the State undertakes the process of education and provides for the support of public schools, the primary object of these schools must be to make good citizens.

Let us remember that by division of labor a great miracle is performed. Each helps the others and the others help him. But you get back a myriad-fold as much as your own unaided might could obtain.

GRAND WORDS.

PROF. C. P. CONRAD, of the State University of Arkansas, and President of the State Teachers' Association, in a late address before that body, said:

"What a change is evident throughout the South? How few there are who will dare question the *right* and *expediency* of education by the State of all who will accept the gift.

Who can or will dare stand in front of this great, grand wave of educational effort, which has been rising for ten, aye twenty years, and is now breaking with mighty and irresistible force over our Southern land—bringing upon its noble crest and in its deep, pure, hollow those germs of immortal ideas which, transplanted from bleak New England, shall bear rich and becoming fruitage in our sunny South-land?

We can and do thank New England for what she has given us. And if the South of to-day—the new South—is characterized by any one thing more than another, it is by her entire readiness, aye, her anxiety to receive and engraft upon her pure and noble stock any and all of the buds and shoots of a *true* life, of a *real* progress, from whatever source she may receive them. I may cite, as a single illustration of what I have claimed for the South, the 361,000 spindles which have been set going at the South—representing, as they do, capital to the amount of \$12,000,000, which has been invested for the purpose of manufacturing *at home* her own cotton fiber."

ARKANSAS NEWS.

THE public school building in Malvern progresses slowly. In the mean time there are two established private schools doing good work, and others of a mushroom character tolerably well patronized.

In the removal of Rev. C. F. Evans, D.D., from this State to Louisiana, while Arkansas has lost one of her best friends to education, Louisiana gains a strong man in this and all other good works.

Prof. Houk of "Centennial Institute," Warren, is new to this State, but seems to have already acquired the confidence of the people, and is doing a good work for the vicinity in which he is located.

Prof. Bryant of Vanderbilt, has given up his school at Hot Springs, and gone to seek "pastures new," where the services of teachers will be better appreciated.

The Arkansas State Teachers' Association proposes to have an Expo-

sition of school work at its next session. Let all teachers prepare in time for it, and make it worthy the work we are doing.

Public schools are flourishing in Little Rock, Pine Bluff, Hot Springs, Lonoke, and other places, and yet there is room for numerous private schools, which are doing good work all through the State. Each helps the other. There is no danger of too much being done in this direction.

We hope that those who read in a late issue of the *Missouri Republican* Mr. L. S. Holden's remarks about education in Arkansas, will not suppose, as seems very natural, that Prof. Thompson's school in Monticello is the only established private school in the State.

There are very few, if any, communities within our knowledge, containing a sufficient number of pupils to compose a school, where private schools are not held instead of, or supplementary to, the public schools. We know of no town of any importance where there is not a good private school, even where public schools are successfully carried on.

We mention a few, only, of the many which have been in successful operation in this portion of the State:

HAMBURG

has long boasted of her "Academy," which, under different preceptors, has been in existence for years.

WARREN

has two good schools; one under Methodist, the other Baptist patronage. Prof. Jordan has for several years had a flourishing school in

PINE BLUFF,

in addition to the system of good public schools in operation nine months in the year.

MALVERN SEMINARY,

under Rev. R. M. Thrasher, has been carried on a number of years, and Malvern Select School has flourished for five years. In

BENTON,

Prof. W. C. Parham has taught, alternately, public and private schools, for a long term of years, successfully.

These are only a few of those south of the Arkansas River, while north of that are many of our most flourishing institutions of learning, all prospering.

While there is room for great improvement in educational matters, yet we believe that in proportion to population, Arkansas is behind no other State in her determination to grant educational facilities to all her children.

E. L. V.

Athens had its laws, but it lost its liberty when it listened only to sophists!

PROF. W. M. CROW has made a great success of the schools at Meneola, Texas.

The graded system of public schools has already been put on such a basis as to run successfully nine months in the year. Hon. J. C. Buchanan, with other leading citizens of Meneola, have given much time and intelligent attention to this matter, and Meneola is demonstrating every day the practical advantages of an efficient school organization.

The St. Louis Board of Education unanimously adopted *Camp's Maps* and our New Globe for use in the schools in St. Louis. The Text-book Committee also were unanimous in the recommendation of these over all others. The clearness of outline, the elegant and permanent colors, the freedom from useless details, and the correct topography of *Camp's Outline Maps*—these were the merits, the considerations which decided the committee to adopt these maps over all others, though the price, on account of their superiority, was much higher than that for which inferior maps were offered.

Camp's Maps won on their merits here, as they do elsewhere.

SOLID HELPS.

BY HELEN M. MASON.

ON the blackboard or on the wall of every school room containing pupils beyond the third year's work, there should be painted, so as to be permanent and always in sight, the more important units of measurement; the linear foot, divided into inches, and the square foot divided into square inches.

The names of all these should be made familiar through very frequent use. The relation between the linear inch and the square inch should be observed, also that between the linear foot and the square foot. The number of linear inches in the linear foot should be observed and remembered, and the number of square inches in a square foot learned from what is actually seen. The ingenuity of the teacher will supply the filling up in deriving the latter from the former. Below these there should stand on a permanent shelf made for the purpose, a box whose outside dimensions are each one foot. The solid thus enclosed should be known familiarly by its name,

CUBIC FOOT.

Resting on this box, and easily removed, should be another solid, having for dimensions, 1 foot, 1 foot and 1 inch. Let this be divided, by means of markings on all its surfaces, so that it will seem to have been formed by uniting 144 solid inches. It can readily be shown that twelve

of these solids, placed one upon another, would form the cubic foot, and the number of cubic inches in a cubic foot would thus be developed.

Within the box should be placed several cubical blocks each representing the cubic inch.

In the use of these units with younger classes, I would not branch out, or base problems upon them, but would confine the work to a consideration of what is seen, varying it only so much as is necessary to keep up the interest and hold the attention; the only object being to gain such a familiarity through long use, with the principal facts, and especially with a few of the things that names stand for, as to remove stumbling blocks and lay a strong foundation for future work, whether in or out of school.

In case of the metric system coming into general use, its units would of course be substituted; and in view of the probability and desirability (either or both) of its introduction, it might be well now to have the two kinds of units similarly represented and similarly taught, using in the Metric System the decimeter and centimeter, since the meter, square and cubic, would be too large for convenient representation. The linear yard and linear meter might be added.

The box should also contain six equilateral triangles of equal size, a regular pentagon, hexagon and octagon. The use of these is to give familiarity with their names and forms and a few of their properties; for example, three equilateral triangles corresponding in size, if placed compactly by joining their sides, form a figure, the base of which is a straight line equal in length to two sides of a triangle; and six of them, meeting at one point, form the regular hexagon.

By drawing upon the blackboard, may be shown the power of the repeated hexagon to cover surface without leaving spaces, while the repeated octagon, placed as closely as possible, leaves small intervening spaces in the form of squares. The easy method of deriving the hexagon from the circle should also be shown upon the blackboard.

While these last may be made both interesting and useful, a familiarity with the rectangular forms described above will be found most valuable as preparation for later study in the application of square and cubic measure.

The State should provide means by which the work done by the teachers in the school rooms can be intelligently inspected and supervised.

Are you all ready for the Annual School Meeting next month, in Missouri?

Nine thousand annual school meetings to be held next month in Missouri, on the same day.

Are you all ready? Have the "estimates" necessary to sustain the schools and to pay the teachers each month promptly, been talked over and agreed upon?

KANSAS.

PROF. THOMPSON, County Superintendent says to the school district officers of Wabaunsee county, Kansas, in regard to

SCHOOL APPARATUS,

that he has no hesitancy in affirming that it would be economy to cut down the length of school term (provided it could be done in no other way) and devote the amount necessary to defray the expenses of a month's school to the purchase of apparatus. The combined cost of a Globe, Dictionary and set of Outline Maps would not exceed the cost of a month of school. I feel assured that three months of school with apparatus, in the hands of a competent teacher, is of more value to a district than ten months of school, by the same teacher, without the necessary facilities for imparting instruction.

In the purchase of maps, it is suggested that Outline Maps, those without names, be given the preference.

In the war being waged against ignorance, no more potent weapon can be placed in the hands of the efficient teacher than *chalk*, provided he is well supplied with

BLACKBOARD,

which in many districts is insufficient in quantity and of inferior quality. It is hoped this will receive that attention its importance demands."

He further says that "However willing or competent a teacher may be, his efforts, in many cases, prove futile from a lack of co-operation on the part of those most interested. A teacher worthy of being employed, is worthy of being sustained as long as there is an endeavor to perform the duties of a teacher as they should be performed."

The Western Conservatory of Universal Education, recently established at Rolla, Phelps county, Mo., is destined to become the most important factor in the higher education of the teachers of the South and West. In that school any teacher can, in twelve weeks, complete any one branch of study without having to wait on a class that must take ten months.

Liberty is the right of doing what we wish in the social state without injuring others.

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COMPULSORY EDUCATION.

THE following are some of the strong points urged in favor of a compulsory system of education:

What do you think of them?

If the State may say to a rich man, as it does, and as it has a right and is bound to do, "Give me of your money that I may train and educate those who are soon to be my masters," surely it may say to a poor man, though it cause him some inconvenience, and to a vicious man, even though it may diminish his means of indulgence, "Give me of your children's time, that I may qualify them rightly to discharge the duties of citizenship and wisely to exercise the powers of government."

Tax-payers have a right to demand that the opportunities for education which they provide shall be fairly improved, and if any children are growing up in ignorance, the State should interpose and send them to school, if parents neglect to do so.

Experience has shown that voluntary associational enterprise is not adequate to secure general education, and that education will not become general unless it is fostered by a wise system of laws.

It is the duty of the State to provide by law for a thorough and efficient system of schools which shall be equally open to all.

The State should compel the location, establishment and maintenance of a sufficient number of schools for the education of all its children.

If each locality is allowed to decide whether good schools shall be established or not, the system will in no sense become a general one; because in those localities where good schools are most needed the people will see the least need of them. A permissive system will soon become no system at all.

NEWSPAPERS IN SCHOOL.

IN the average school at least two-thirds of the pupils have papers and magazines suited to their years, and nothing gives them greater pleasure than to be allowed to bring them to school for the teacher's use.

If one or more be appointed each day to select a story and read it to the school, learning to read will not cease with the closing of the school room doors, but there will be searching among the papers and story books after they get home; and those children whose parents never thought of taking a paper for them, will be so urgently entreated to do so that they will yield, and an educator will be admitted to the very heart of the family.

How can the newspaper be used in the school?

Any live teacher who is interested in current news, and feels that teaching the pupils how to read a newspaper will be a real help to them, will find a way to use it, and the method is of the least consequence, if the work is only done.

Recent Literature.

DEAD.

And is Fra Bastian dead? Is all that light
Gone out, that sunshine darkened; all that
music
And merriment that used to make our lives
Less melancholy swallowed up in silence,
Like madrigals sung in the street at night
By passing revellers? It is strange indeed
That he should die before me. 'Tis against
The law of nature that the young should die,
And the old live; unless it be that some
Have long been dead who think themselves
alive,
Because not buried. Well, what matters it,
Since now that greater light, that was my sun,
Is set, and all is darkness, all is darkness!
Death's lightnings strike to right and left of
me,
And, like a ruined wall, the world around me
Crumbles away, and I am left alone.
I have no friends, and want none. My own
thoughts
Are now my sole companions,—thoughts of
her,
That like a benediction from the skies
Come to me in my solitude and soothe me.
When men are old, the incessant thought of
Death
Follows them like their shadow; sits with
them
At every meal; sleeps with them when they
sleep;
And when they wake already are awake,
And standing by their bedside. Then, what
folly
It is in us to make an enemy
Of this importunate follower, not a friend!
To me a friend, and not an enemy,
Has he become since all my friends are dead.
—[Monologue from Longfellow's "Michael
Angelo," in March "Atlantic."

THE "Century" comes forth fresh, vigorous, and stronger than ever. There is always a wealth of matter and illustration to compensate one for the time and money it costs, even if some of the articles fall below our expectation.

This is the case in the story of Mrs. Burnett, "Through One Administration." For weary months of weary platitudes we have followed this story, and now we have the "Key" to it—and if the lesson taught shall be heeded, it is worth all it has cost. We do not wonder the gifted author put as far off as possible the denouement.

The March number of the "North American Review" is of especial interest and value. Henry George gets nearer to the solution of the problem of the Use of Money in Elections, than any man who has written upon this important topic, even if he does think Australia ahead of us. The symposium on "Educational Needs" also contains valuable suggestions to every teacher as well as every tax-payer. You had better read it.

The "Popular Science Monthly" has a valuable and interesting table of contents; so valuable that we scarcely know which of the eighteen articles most to commend. Its range of subjects, and the ability with which they are handled, always attracts attention, and it reaches and influences a wider circle of intelligent readers every year. Published by D. Appleton & Co., New York. Subscription \$5 per year.

Beecher's Sermons, printed by Ford, Howard & Hurlbut, N. Y., from stenographic reports each week, are as strong, vital and inspiring as ever. That of Feb. 21, on "Civil Law and the Sabbath," will make a sensation among those who only read extracts from it.

It should be read as a whole, and those who do thus read it, or any other of his productions, will get no liberty or license for any practice other than that of the golden rule.

THE March "Atlantic" contains the third and concluding part of Mr. Longfellow's dramatic poem Michael Angelo, and is so thoroughly good and characteristic of Mr. Longfellow that many readers will regret that it has come to an end. Agnes Paton, who has contributed some very striking short stories to the Atlantic, this month has another of the same noteworthy character, entitled Antagonism.

Mr. George P. Lathrop, Hawthorne's son-in-law, contributes an article which all Hawthorne lovers will read with peculiar zest, on The Hawthorne Manuscripts. The most noticeable brief poem of the number is by Dr. Holmes—A Loving-Cup Song. Other poems and reviews, with a Contributors' Club of excellent variety, and brief notices of books of the month, conclude another admirable number of the Atlantic. Houghton, Mifflin & Co., Boston.

A Portable Electric Lighter.

A Portable Electric Lighter for \$5 is being extensively sold by the Portable Electric Light Co., of 23 Water Street, Boston. It is an economical and safe apparatus for lighting for home and business purposes.—[Scientific American, N. Y., Dec. 16, 1882.]

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Yours respectfully, Z. P. WILDS."

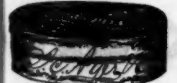
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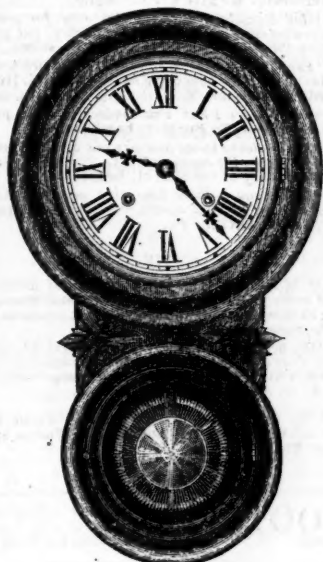
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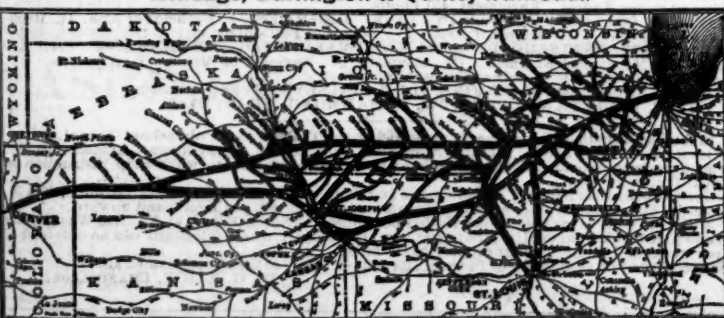
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